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ABSTRACT

Research has shown that a counselor's level of expertise, attractiveness, and facilitativeness may be communicated to the client largely through nonverbal behaviors. A review of the research on counselor nonverbal communication reveals that: (1) counselor nonverbal behavior has been shown to be the basis of determining the presence of facilitative therapeutic conditions; (2) inconsistent counselor verbal and nonverbal messages lower ratings of counselor genuineness and decrease client proxemic behavior; (3) a nonverbally unresponsive counselor can add little to his credibility through verbal interpretations; (4) the effect of nonverbal behavior is influenced strongly by contextual and subjective factors; (5) nonverbal cues play a central role in determining the quality of reflection of feeling responses; (6) directive counselors using much nonverbal behavior may overwhelm clients, whereas increasing amounts of nonverbal activity can enhance the ratings of affective counselors; (7) nonverbal behavior accounts for most of the variance in perceived counselor expertness and attractiveness when compared to use of jargon and formality of attire; and (8) expert nonverbal behavior is consistently more effective in determining client perceptions than is objective evidence of specialized counselor training. Counselors can communicate nonverbally with clients through various arm positions, leg positions, head nodding, smiling, eye contact, leaning forward, and movement. Studies examining the effects of these body positions and movements have revealed that specific nonverbal activity does convey consistent messages which clients regularly decode. Counselors need to be aware of how their body language is interpreted so that their use of nonverbal behavior will enhance the therapeutic process. A 2-page reference list provides 23 citations. (NB)

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ANALYZING THE PSYCHOTHERAPIST:

CLIENTS' INTERPRETATIONS OF COUNSELOR NONVERBAL BEHAVIOR

BY

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CG 019362

A doctoral research paper submitted to
Rosemead School of Psychology
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Abstract

This paper reviews the literature on the impact of counselor nonverbal behavior on clients. The nonverbal channel is central in the overall network of communications that clients receive. A counselor's level of expertise, attractiveness, and facilitativeness may be communicated to the client largely through nonverbal behaviors. This paper considers the communicative impact of specific counselor behavioral cues, including eye contact, body movement, etc. Although future research needs to focus on how research findings generalize to naturalistic settings, the current literature does imply that the active use of appropriate nonverbal communication is a vital element in the provision of effective psychotherapy.

Analyzing the Psychotherapist:

Clients' Interpretations of Counselor Nonverbal Behavior

Over the past 30 years there has been a considerable quantity of research which has sought to decipher the meanings of nonverbal behaviors. Originally, social psychologists were concerned with the significance of understanding "body language" in everyday interactions. Applications were then made to understanding the nonverbal behaviors of clients seeking aid from psychotherapists. More recently, studies have also sought to analyze the nonverbal behaviors of psychotherapists themselves.

This article is a review of the research on counselor nonverbal behavior. The first section presents a synthesis of the research on the relative weight of nonverbal behavior in the overall network of stimuli that clients receive in the consulting room. This is an attempt to understand just how important the nonverbal communication channel is for clients' perceptions of their counselors. This is followed by an exploration of the types of messages that are nonverbally communicated by counselors. The next section breaks down counselor nonverbal behaviors to determine what messages clients receive from specific nonverbal cues, such as head nodding, leg positions, etc. Finally, relevant research and methodological issues are presented that may be important for future experimentation in this area.

The Importance of the Nonverbal Channel

Counselors generally concentrate much effort in attempting to convey facilitative verbal feedback to their clients, but may tend to assign much less importance on what they are simultaneously expressing through their nonverbal behavior. This verbal emphasis comes into question when research findings show that only 7% of communication is accomplished verbally, 38% of communication is paraverbal (rate, volume, and tone of verbal communication), and 55% of a message is transmitted through nonverbal channels (Mehrabian, 1972). Therefore, almost two thirds of the variance in communication is nonverbal.

Questions as to how counselor nonverbal behavior fits into other aspects of the psychotherapeutic process may be raised: What degree of significance do counselor nonverbal behaviors carry amongst the array of data clients encounter in the therapist's office? Is there additional research supporting Mehrabian's findings regarding the prominence of the nonverbal channel in the overall communication network? Are there interaction effects of the nonverbal channel with types of verbal material? This review of the literature concerning counselor nonverbal behavior will seek to answer these questions.

In an analogue study, Graves and Robinson (1976) examined the effects of inconsistencies between a

counselor's verbal and nonverbal behaviors on client 'proxemic' behavior and ratings of counselor genuineness. The concept of proxemics concerns variations in posture and distance that relate to the degree of directness or immediacy of interaction between a communicator and his addressee. Proxemic variables include such behaviors as the degree of orientation of a communicator towards his addressee and the presence or absence of eye contact. Greater immediacy is generally hypothesized to correspond to more positive attitudes. In their study, Graves and Robinson found that inconsistency between counselor nonverbal and verbal messages lowered ratings of counselor genuineness, especially when the nonverbal message was negative and the verbal message was positive. The fact that this inconsistent condition resulted in greater distance than that recorded in the condition with a positive nonverbal message and a negative verbal message indicates the prominent role played by the nonverbal channel in determining the total meaning of a message. These results may demonstrate people's general awareness that nonverbal channels are less frequently distorted and manipulated than verbal channels. Inconsistencies between verbal and nonverbal behavior probably reduce rapport between counselor and client and hinder the effectiveness of the counseling relationship.

Claiborn (1979) asserts that it is essential to separate verbal and nonverbal communication in research on

perceived counselor effectiveness. In his own research he found that the counselor verbal interventions interacted with their nonverbal behaviors in affecting client perceptions. He found that if counselors are nonverbally unresponsive, their interpretations would generally add little to their credibility. Perceived attractiveness was shown in this study to depend heavily on nonverbal behavior as opposed to verbal behavior, while perceived expertness and trustworthiness appeared to be a joint function of the counselor's verbal and nonverbal behavior. Young (1980) agrees that counselor nonverbal behavior has an effect on clients' impressions, but he asserts that the effect is strongly influenced by contextual and subjective factors. He points out that nonverbal gestures may be open to a wide latitude of interpretive hypotheses, depending on the social, physical, and temporal context and on the affect and personality traits of the perceiver. Young also demonstrates that clients can miss the typical meaning attached to a gesture.

Yul Lee, Zingel, Patterson, Ivey, and Haase (1976) developed a scale to measure the relative contribution of verbal versus nonverbal cues in the judgment of helping messages, as well as effective versus ineffective nonverbal helping messages. In their study, interview segments representing counselor reflection of feeling and paraphrasing were rated; one videotape contained

effective and the other contained ineffective nonverbal components. Paraphrase responses are defined as feeding back the essence of the client message by focusing on the objective verbal content rather than the underlying feelings or emotions. Both trained and naive groups were able to successfully discriminate between effective and ineffective nonverbal helping messages. An important finding is that nonverbal cues played a more critical role in determining the quality of reflection of feeling responses than for paraphrasing responses.

Seay and Altekruse (1979) assert that before any effect can be attributed to nonverbal behavior, it must be qualified because of a possible interaction between the verbal and nonverbal channels. They define an affective verbal style to include restatement of content, reflection of feeling, and clarification, and a directive (or "behavioral") verbal style to consist of probes, interpretations, confrontations, and suggestions. They found the directive style of counseling to be rated higher than the affective style in empathy, regard, and genuineness. The authors suggest that the greater verbal activity of this group may show greater participation and can seem to provide the client with more interest and attention. However, as the amount of nonverbal behavior increased for the directive group, the ratings became lower. The authors suggest that when the directive counselors were engaged in maximal use of nonverbal

behavior, this may have presented a threatening stimulus in the sense of intimidating or overpowering their clients. The more that this group used nonverbal behavior, the lower their ratings became. Where the style was affective, increased amounts of nonverbal activity were observed to supplement the verbal techniques, resulting in more positive ratings. By using nonverbal behavior, these counselors increased their ability to provide a positive counseling relationship, and they were perceived as more effective. The authors suggest that when the affective group spent less time in nonverbal behaviors, this may have conveyed a lack of interest or inattentiveness, whereas increased time using nonverbal behaviors conveyed both interest and attention, and supplemented their verbal behavior.

Barak (1982) examined the effects of the relative contribution of three counselor behaviors on the perceived expertness and attractiveness of the therapist: responsive or unresponsive nonverbal behavior, professional or layman's jargon, and formal or casual attire. Responsiveness of nonverbal behavior accounted for most of the variance (59% for expertness and 61% for attractiveness), while jargon and attire were much inferior in their relative contribution to client perceptions: (jargon accounted for 15% of the expertness variance and 17% of the attractiveness ratings; attire accounted for 13% and 4% for expertness and

attractiveness, respectively.)

A final contribution to our understanding of the relative importance of counselor nonverbal behavior was made by Siegel and Sell (1978). They compared the importance of nonverbal behavior in determining subjects' perceptions of expertise to the importance of "objective evidence" of specialized counselor training, such as M.A. and Ph.D. diplomas, state licensure certificates, and certificates of membership in major professional organizations. Their results indicate that the expert nonverbal behavior was consistently more effective in determining subject's perceptions than was the objective evidence. The authors suggest that lowered perceptions of expertness due to the absence of objective evidence can be partially raised by the presence of expert nonverbal behavior, but that the reverse may not be true. The displaying of diplomas and certificates may serve to enhance the clients' perception of the counselor who demonstrates the expert nonverbal behavior but the objective evidence does not aid the counselor who fails to display the expert nonverbal behavior in his counseling.

This review of the research regarding the significance of counselor nonverbal behavior in the psychotherapeutic process supports Mehrabian's conclusions concerning the centrality of nonverbal communication. It is clear, however, that nonverbal behavior does not exist in a therapeutic vacuum. The significant impact of the

nonverbal communication channel on client perceptions of counselors can be seen in a summary of the results of the foregoing studies: 1) Counselor nonverbal behavior has been shown to be the basis of determining the presence of facilitative therapeutic conditions. 2) Inconsistent counselor verbal and nonverbal messages lower ratings of counselor genuineness and decrease client proxemic behavior, especially when the nonverbal message is negative and the verbal message is positive. 3) A nonverbally unresponsive counselor can add little to his credibility through use of verbal interpretations. Perceived attractiveness depends more heavily on nonverbal behavior than on verbal interventions. Perceived expertness and trustworthiness appear to be a joint function of the therapist's verbal and nonverbal behavior. 4) The effect of nonverbal behavior is influenced strongly by contextual and subjective factors. 5) Nonverbal cues play a more central role in determining the quality of reflection of feeling responses than for paraphrasing responses. 6) Directive counselors engaging in maximal use of nonverbal behavior may come across in a manner overwhelming to clients, whereas increasing amounts of nonverbal activity can enhance the ratings of affective counselors. 7) Nonverbal behavior accounts for most of the variance in perceived counselor expertness and attractiveness when compared to use of jargon and formality of attire. 8) Expert nonverbal behavior is

consistently more effective in determining client perceptions than is objective evidence of specialized counselor training.

The emphasis assigned to counselor nonverbal behavior in the training of therapists should be commensurate with the client perceived salience of this communicative channel.

Now that the centrality of the nonverbal communication channel has been established, the messages that clients receive through this channel will be examined.

Nonverbal Messages of Counselors

A review of the studies of therapist nonverbal behavior indicates that the main information communicated to clients in the nonverbal channel falls into the following categories: level of expertise, degree of attractiveness, and counselor facilitativeness.

Nonverbal Communication of Expertise

Part of the professional preparation of the counselor is learning how to behave in order to be perceived as an expert by the client. Methods of teaching "expertness" include classroom instruction on aspects of the counselor's professional behavior, "shaping" or tutoring by supervisors in counseling practicum, and "modeling" from the examples of psychotherapists in practicum or internship settings. The absence of research on

behavioral definitions of expertness seems to indicate that what is taught as expert counselor behavior is derived from mentors' modeling, clinical experiences, and beliefs about appropriate counselor behavior. It does seem logical, however, that the clients' perceptions of expertness from the counselor's behavior are probably more consequential in determining therapeutic effectiveness than are the beliefs of teachers and supervisors.

Dell and Schmidt (1976) found that the counselors judged as most expert by subjects differed from the least expertly rated counselors in the performance of several nonverbal and paraverbal behaviors. The most highly rated counselors were distinguished by fluency of speech, use of more hand gestures, not speaking in a monotone, and by appearing relaxed.

Siegel and Sell (1978) produced findings that appear to support Dell and Schmidt's conclusions. The counselors in Siegel and Sell's study were instructed to demonstrate various combinations of nonverbal behaviors. The authors were able to support their hypothesis that a counselor's nonverbal behavior has a significant effect upon his or her perceived expertise. The nonverbal behaviors they found to significantly affect perceived expertise were eye contact, forward shoulder and body lean, and hand gestures directed toward the client.

Claiborn (1979) demonstrated that the use of responsive nonverbal behavior (vocal tone variety, facial

expressiveness, head nodding, eye contact, and gestures) were perceived as more expert, attractive, and trustworthy than the use of unresponsive nonverbal behavior (such as lack of eye contact).

Nonverbal Enhancement of Counselor Attractiveness

Two studies demonstrate that clients take a counselor's nonverbal behavior into account when rating the therapist's attractiveness. LaCrosse (1975) found that the use of smiles, hand gestures and eye contact resulted in the perception of significantly greater attractiveness and persuasiveness than for counselors not employing these affiliative behaviors. Fretz, Corn, Tuemmler, and Bellet (1979) found that high ratings of attractiveness were related to counselor use of eye contact, direct body orientation and forward lean.

Nonverbal Enhancement of Facilitative Conditions

It is widely accepted that key ingredients enhancing the therapy process are counselor genuineness, empathy, and positive regard. Therapists who wish to be perceived as offering high levels of these therapeutic conditions must take into account their nonverbal behavior as well as their verbal feedback.

Sherer and Rogers (1980) found that nonverbal behaviors were the basis of evaluating facilitative traits. They found that "nonverbal cues of immediacy" (close therapist-client distance and eye contact) significantly improved ratings of empathy, genuineness,

and positive regard. They concluded that it is liking and acceptance of the client that is communicated by nonverbal cues of immediacy. Since people are more likely to approach and to become involved with someone who likes and accepts them, they suggested that the use of immediacy cues may produce a variety of beneficial therapeutic outcomes, including continuation in therapy.

Seay and Altekruse (1979) also found that nonverbal behaviors significantly impacted the ratings of the therapist on the therapeutic conditions of empathy, genuineness, and positive regard. They found head nodding behavior to be predictive of positive regard. Trunk lean forward was related to regard and genuineness. Eye contact was also found to be predictive of genuineness.

These studies have shown that opinions of therapist level of expertise, attractiveness and therapeutic facilitativeness depends upon their nonverbal communication. If counselors are lacking in one or more of these three facilitative conditions they might want to improve their nonverbal indicators of these therapeutic qualities. Those involved in the training of counselors should also take these findings into account in order to aid young therapists in communicating these traits to their clients.

What is counselor nonverbal behavior composed of? What meanings do clients assign to specific nonverbal cues? The following section addresses such questions.

A "How To" Guide for Reading Counselor Body Language

A review of the literature concerning counselor nonverbal behavior demonstrates that various nonverbal cues can convey specific messages to the client. Seven key components of counselor nonverbal communication will be presented individually, along with the research findings that shed light on how they are interpreted by clients.

Arms

Smith-Hanen (1977) had subjects rate counselor warmth and empathy after viewing each of 48 video segments depicting the following arm positions: a) both of the counselor's arms placed on the arms of the chair, b) counselor's arms crossed, c) both of the counselor's arms in his lap or d) one of the counselor's arms in lap, and one arm with the hand on the face or neck. She concluded that the crossed arm position was judged to be the least empathic and coldest. Spiegel and Machotka (1974) also found that closed arm positions were perceived as cold, rejecting, shy and passive. Kelley (1972) found, however, that closed versus open arms and legs had no ascertainable effect.

Legs

In the study cited above, Smith-Hanen also studied the effects of the following leg positions on perceived counselor warmth and empathy: a) both of the counselor's legs symmetrical, feet slightly apart and placed on the

floor; b) counselor's legs crossed at the knee; c) counselor's legs crossed at the ankles; d) both of the counselor's legs up, bent at the knees, and feet on the chair seat; e) one of the counselor's legs up on the chair, and one leg with foot on the floor; or f) one of the counselor's legs crossed over the other, such that the ankle of the crossed leg rests on the knee of the other leg. The findings concerning leg positions did not appear to depend merely on whether the leg position is open or closed, but on more complex distinctions. Leg position "f," ankle crossed at the knee, was judged as the coldest and least empathic. Leg position "b," legs crossed at the knee, was not rated as cold or unempathic. Both of these leg positions are closed-leg positions. Leg position "d," both feet on chair seat, legs bent at the knee, is also a closed leg position and it was not rated as unempathic or cold.

Head Nodding

D'Augelli (1974) had eight nonverbal behaviors of helpers tallied and rated by trained observers and clients. Client-rated understanding and warmth correlated with frequency of helper nodding. D'Augelli stated that nodding is apparently the most salient index of attentiveness for helpees. Trained observers' ratings of overall effectiveness were related to frequency of both nodding and smiling. Seay and Altekruse (1979) also found head nodding behavior to be predictive of positive

regard as measured by the trained judges in their study.

Smiling

Bayes (1972) points out that the smile may have a strong signal value, and that it may be the earliest learned and most generally understood indicator of interpersonal relationships. Bayes asked subjects to rate interpersonal warmth of videotaped figures based on seven behavioral cues. He found the smile to be the single best predictor of rated interpersonal warmth.

Seay and Altekruse (1979) found smiling to be predictive of all three therapeutic conditions in their study: empathy, warmth, and genuineness. In two instances, however, the direction of influence was negative. The significant effects they found due to smiling were modified by significant interactions with the affective and behavioral counseling styles; smiling had a debilitating effect when associated with a verbally active style of message delivery. Smiling also had a debilitating effect on ratings of counselor empathy.

Eye Contact

Seay and Altekruse (1979) found eye contact to be predictive of genuineness. They had hypothesized that it would also be related to other facilitative conditions, and concluded that a ceiling effect may have occurred, since all of the counselors in the study spent large amounts of time engaged in eye contact.

Kelley (1972) had subjects rate 72 pictures of

therapists showing all possible combinations of distance, eye contact, trunk lean, body orientation, and accessibility of posture, and asked them to indicate how much they thought the therapist liked or disliked them based on how he was seated. He found that the presence of eye contact emerged as a significant indicator of a positive attitude toward the therapist.

Forward Lean

Genther and Maughan (1977) had half of their participants view a listener leaning forward and one half view him in an upright position. The listener in the forward attending position was viewed by all participants as more attentive. In none of the 52 subjects' responses was the listener in the forward attending position rated more negatively than the listener sitting upright.

Seay and Altekruse (1979) found forward lean to be indicative of both regard and genuineness. This was the sole behavioral cue in their study in which the weight assumed by nonverbal behavior accounted for more variance than verbal style and for more variance than the interaction between affective or behavioral style and nonverbal behavior.

Kelley (1972) found that a forward trunk lean was most effective in communicating positive evaluative attitudes to clients. The upright position was decoded as showing less liking of the client in his study, and the backward lean was interpreted as conveying a negative

attitude towards the client.

Movement

The majority of counselors are taught to remain relatively still during the therapeutic hour. How do clients perceive this lack of movement?

Strong, Taylor, Bratton, and Loper (1971) had subjects view and/or hear a counselor who emitted either high or low frequencies of nonverbal movements. In the high frequency condition, the counselors moved frequently and employed cues such as gestures, smiles, and frowns. In the low frequency condition, the counselors minimized the frequency of their nonverbal movements. High frequencies of movement led to more positive descriptions of counselors than low frequencies, which yielded descriptions such as cold, aloof, and analytic. In the condition wherein subjects only heard the counselors on audiotapes, both the high and low frequency nonverbal groups were "imagined" to be warmer, less critical, more reasonable, relaxed, fair, interesting, alert, knowledgeable, and talented than they were judged to be when seen on videotapes. Since the counselors were judged to be inferior when nonverbal behavior was visible in the videotape condition, the authors suggested that nonverbal behavior can have a negative effect on client evaluation, especially if an inactive nonverbal style is manifested. Bayes (1972) found that a high activity level denoted warmth, and is composed of speech rate, body and head

movement, and animation in communication. LaCrosse (1975) found that active counselors were also seen as more attractive than less active counselors. The widely taught concept that psychotherapists should evidence little movement during counseling sessions is brought into question by the surprising results of these three studies.

An overview of the literature of counselor nonverbal behavior can therefore provide a checklist against which a therapist's nonverbal behaviors can be compared. It is clear that specific nonverbal activity does convey consistent messages which clients regularly decode.

Generalization Across Diagnostic Groups and Experimental Settings

Few studies of counselor nonverbal behavior have addressed issues related to the generalization of research findings. The two exceptions are presented below and include Kelley's study concerning the effect of client diagnosis on the interpretation of counselor nonverbal behavior and the study by Fretz, Corn, Tuemmler, and Bellet (1979) comparing genuine versus simulated counseling settings on the interpretation of counselor nonverbal behavior.

Kelley (1972) performed his experiment in order to determine how clients in various diagnostic categories would perceive the same nonverbal cues. Client subgroups

included acute paranoid schizophrenics, character disorders, adjustment reactions, college students with personal adjustment problems, college students with educational/vocational difficulties, and college controls. The subjects were asked to rate 72 pictures which showed different combinations of therapist nonverbal behaviors and to indicate how much they liked the counselor based on how he was seated. Although he had hypothesized differential perceptions across diagnoses, he found that the six client groups perceived the cues in a similar manner. The author did state, however, that a replication study relying on an in vivo experimental structure instead of photographs might successfully produce a group main effect.

Fretz, et al., (1979) performed a three-part study of the effects of nonverbal behaviors on client evaluation. The first two studies involved rating video-taped counselors on attractiveness and facilitativeness, using nonverbal behavior as the independent variable. The third study involved volunteer clients actually interacting with counselors using the same high versus low levels of nonverbal behavior as on the tapes. The first two studies yielded significant results in the hypothesized direction, with high levels of responsive nonverbal behavior evaluated by subjects to be attractive and facilitative. The quasi-counseling condition did not provide significantly different ratings on the measures of

attractiveness and facilitativeness. No previously published studies had utilized real clients and counselors with any control of counselor nonverbal behaviors. The authors concluded that these results indicate that evaluations of counselors by persons actually interacting with them are not necessarily based on the same criteria as tapes of counselors are based on. This may be due to the fact that unlike observers, clients attend to their own behavior as well as the behavior of the counselor.

Methodological Issues

While analogue studies can offer possible hypotheses, their results may not generalize for practical application in real settings. Although it is difficult, expensive, and time consuming to carry out naturalistic studies, they must be performed if we are to identify practical applications confidently.

Most studies employed subjects who were strangers to each other, whereas in natural settings many clients tend to grow emotionally close to their counselors. Several of the studies were not performed in the presence of counselors but through use of photographs and videotapes. Some of the research generalized from interactions ranging in duration from 10-20 minutes; perhaps seeing a counselor for the full 45 minutes would alter the client's perceptions. Many of the studies were limited in that they failed to control for counselor verbalizations. A study using minimal verbal interaction, for example,

would force most of the communication into the nonverbal realm.

Many studies reviewed in this article employed the initial counseling interview and did not take into account the client's changing perceptions over time.

None of the studies controlled for cultural differences in style of expressive behavior. Regional differences in pacing of speech and gestural meaning need to be taken into account.

Although the experimental designs of these studies could result in some spurious findings, some general conclusions can be made with confidence.

Conclusions

Lewin (cited in Gladstein, 1974) has stated his understanding of the significance of counselor nonverbal behavior in influencing the psychotherapeutic process:

> The doctor should be aware of the importance of nonverbal cues and whether they tend to conceal or to reveal his own personality, so that he may anticipate and deal with the patient's responses. Otherwise certain resistances will develop without the doctor's knowing their source. When he searches fruitlessly for the cause in the patient's past, the answer may lie, neglected, within the confines of the doctor's office. (p.#40)

The research seems to indicate that clients are aware

of the nonverbal behavior of the counselor and that they do employ it to judge the therapist's level of expertise and degree of attractiveness and facilitativeness.

Counselors need to be aware of how their body language is interpreted so that their use of nonverbal behaviors will enhance the therapeutic process. Skilled utilization of specific and appropriate nonverbal behaviors should positively impact the outcome of psychotherapy.

The counselor communicates information to the client both verbally and nonverbally about their relationship and about the counselor's feelings and perceptions of the client. When a counselor does speak, the simultaneous nonverbal behavior may either reinforce or discredit his verbal message. When used appropriately, nonverbal behaviors can contribute significantly to the impact of a verbal message.

It is widely accepted that a counselor's verbal behaviors and empathic responses can be influenced by modeling and other training techniques. At this point research has not been done on the acquisition of nonverbal behavior. Further research should lead to more informed teaching about nonverbal communication skills for those undergoing counselor training. To improve generalization, future research should be carried out in naturalistic settings. Further study is also needed to investigate how nonverbal variables are related to process and outcome

variables in psychotherapy.

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